CHEMICAL EDUCATION AS AN ELEMENT OF STEM EDUCATION IN THE TRAINING OF PHARMACISTS

Lyudmila Khmelnikova, Hanna Maslak

Dnipro State Medical University

Introduction. In the training of a competent pharmacist, a certain role should be assigned to the chemical component, in particular to chemical disciplines, the study of which is one of the main ways to achieve full development of the personality and the formation of a system of key competencies necessary in society.

The main part. The training of a pharmacist, along with pharmaceutical disciplines, includes chemical disciplines. The results of the professional activity of pharmacists depend precisely on that specific component of professionalism, which is formed through the acquisition of chemical knowledge - competence and is practically used in a complex set of relationships "man - substance", "substance - material - practical activity". Chemical disciplines are the basis of pharmaceutical education, which is integrated into fundamental disciplines (biology, biochemistry, etc.). Knowledge of chemistry is the basis for understanding by student pharmacists of the chemical composition of drugs, solutions, and the main chemical processes occurring in a living organism. Chemical disciplines have integrated connections directly between each section of chemistry and with other pharmaceutical disciplines, which contributes to the mastery of content modules and ensures the fulfillment of a certain set of tasks of general professional disciplines. In order to identify interdisciplinary connections, we conduct a comparative analysis of curricula and program content in fundamental disciplines, which contributes to better study of pharmaceutical disciplines and, to a large extent, to ensuring professional training and the formation of chemical competence. Underestimating the importance of chemistry in the study of pharmaceutical disciplines leads to underdeveloped integration between disciplines, which is improved through cooperation between the committees of natural sciences and pharmaceutical disciplines in order to create tests to determine residual knowledge, schemes of logical lesson structures taking into account common "points of contact" in the study of disciplines, which, of course, contributes to increasing the level of the

theoretical base and allows assessing the importance of a separate section or topic, taking into account the didactic requirements of systematic learning, ensuring a high scientific and methodological level of teaching both basic and specialized disciplines.

When creating chemical educational and methodological literature, we substantiate the significance, relevance and importance of individual chemical knowledge in pharmaceutical activities. The professional orientation of the content, in turn, motivates students to study, arouses interest and curiosity, and encourages them to study the disciplines. The prominent place of chemistry in the system of training pharmacists is also determined by the fact that a significant part of professional activity is somehow connected with the work and application of a number of substances in the form of solutions of various natures, the conditions for dissolving substances and methods for preparing solutions, determining the qualitative and quantitative characteristics of solutions, safety measures when preparing solutions, etc. Taken together, all of the above is an indicator of the general level of chemical competence.

Conclusions. Chemical disciplines are, first of all, basic in the further study of pharmaceutical disciplines. Secondly, chemical disciplines are a component of pharmaceutical disciplines, which ensures consistency and continuity in the organization of the educational process of chemical disciplines when studying pharmaceutical disciplines. Chemical knowledge contributes to the knowledge of the scientific picture of nature. It can be argued that chemical education complements and deepens the professional training of specialists, satisfying practical needs and interests.

Literature.

1.Про внесення змін та доповнень до Рекомендації щодо розроблення навчальних програм навчальних дисциплін : наказ Міністерства охорони здоров'я від 12.10.2004 N 492.

Авторська довідка:Хмельникова Людмила Іванівна, викладач, кандидат хімічних наук, доцент, м. Дніпро, проспект Дмитра Яворницького,буд.113, кв.29, моб. 0501380288, E-mail:Ludmila.DMA@gmail.com